

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Applied Sciences Department

Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

Criteria and Standards Used in APRs and EPRs of NTTF

1.
 - a. Teaching effectiveness, professional development, and service are vital to the development and enhancement of the intellectual quality and academic integrity of the university. Achievement in teaching is of critical importance to the Department's evaluation of Non-tenure Track Faculty. Performance is deemed satisfactory in the event that NTTF receive positive peer evaluations, earn quantitative student median evaluation scores that are comparable to or exceed department average on the evaluation form, and additional evidence indicates that the instructor is performing successfully.

The candidate shall also provide evidence of teaching effectiveness, professional development, and service.

Effective teaching will be demonstrated by the following:

- Earn quantitative student median evaluation scores that are comparable to or exceed the category defined as average on the evaluation form (required);
- Syllabi consistent with both department and CBA guidelines (required);
- Positive peer teaching evaluations (required two per year by full-time BGSU faculty, one of whom must be an ASD faculty member).

Additionally, faculty will include at least 1 other supporting document per year. These include but are not limited to:

- Effective public demonstrations of teaching technology;
- Positive external peer review of instructional activities in a classroom, laboratory, clinical or online setting;
- Demonstration of innovative instructional and assessment activities;
- Demonstrations of student success, including course and/or program specific; Other commonly accepted means for demonstrating teaching effectiveness;
- Unsolicited letters of support/praise from employers, community leaders;
- Letters of support from accreditation agencies as relevant to respective professions/programs.

- b. NTTF workload places an emphasis on classroom instruction. Therefore, activities that enhance teaching are especially encouraged. Effective professional development can be demonstrated by at least one (1) artifact per year including but not limited to:
- Producing technical or laboratory-based materials or tools for external professional distribution or presentation;
 - Attendance at local, state, regional, national and international conferences and workshops;
 - Completion of webinars, professional, or educational programs, and web-based continuing education and related activities;
 - Completion of advanced credit or certification courses or professional continuing education;
 - Producing and distributing non-print media to local, state, regional, national, or international markets (video and audio programs, computer software, CD and DVD packages, internet websites);
 - Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed at state, regional, national, international meetings) or visual poster presentations, professional computer-assisted instructional programs, and clinical simulation programs (including presentations on the scholarship of teaching);
 - Authoring or editing scholarly publications with proof of review including textbooks, computer-assisted instructional programs, articles, columns, clinical simulation programs, and others to include technical and teaching contributions;
 - Earning additional discipline-related certifications and/or credentials;
 - Participation in professional development activities such as classes, training, conferences, symposiums, seminars, workshops, webinars, and other related activities;
 - Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, and publications resulting from customized training);
 - Sponsored program extramural support for research or creative work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded project(s);
 - Reviewing textbooks, refereed journal publications and related material. Textbook chapter contributions and reviews shall be recognized as scholarly activity;
 - Completing course work for graduate credit.
- c. Effective service can be demonstrated by at least two (2) artifact per year including but not limited to:
- Service on program, department, college, or university committees;
 - Work with student groups or organizations;

- Involvement in student engagement and recruitment activities;
- Professional community engagement activities such as board membership, fund raising, or other volunteer service;
- Regional, state, or national service to the discipline;
- Annual and on-site accreditation activities (including self-studies and other activities).

Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

1. The faculty member shall prepare an up-to-date and documented dossier in support of his/her annual performance review or enhanced performance review. The dossier will include an up-to-date curriculum vitae (CV) and syllabi of courses taught during the review period.
2. Faculty undergoing EPR will include:
 - a. Statement of one's teaching philosophy;
 - b. Six peer evaluations from full-time faculty (recommended two per year);
 - c. Student evaluation forms for each course taught, using the current college student evaluation form. Where evidence exists that evaluations were distributed but not returned (e.g. web-based evaluations), a summary statement may be substituted.

Unit Faculty Involvement in the NTTF APR Process

1. The Department Chair shall convene a committee (NTTF review committee) of all eligible voting faculty.
 - a. The NTTF review committee shall elect a Chair from among its members.
 - b. All meetings of the NTTF review committee shall be confidential. Voting on effective annual performance shall be by secret ballot. A majority of those eligible to vote is required for a positive recommendation.
 - c. Votes will be counted as described in the current CBA.
 - d. The Chair of the NTTF review committee will write the committee's recommendation of the faculty member's performance and forward it to the Department Chair.

Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Criteria for Promotion from Instructor to Lecturer
 - a. Shall have a minimum of a master's degree in a content area appropriate for the academic unit of appointment, typically a minimum of six years' experience as an Instructor and/or relevant college teaching and/or professional experience, shall demonstrate ability as an effective teacher, and shall give evidence of active involvement in service to the department, college, university, and/or profession. However, based upon exceptional performance or achievement, a Bargaining Unit

Faculty Member, at the discretion of the administration, may have the opportunity to apply for promotion prior to six (6) years.

- b. Successful candidates for promotion to Lecturer will have earned consistently positive quantitative evaluations from students, and positive peer evaluations of teaching, demonstrated by:
- Earn quantitative student median evaluation scores that are comparable to or exceed the category defined as average on the evaluation form (required);
 - Syllabi consistent with department and CBA guidelines (required);
 - Positive peer teaching evaluations (minimum of two per year required by full time BGSU faculty, one of whom must be an ASD faculty member).

Successful candidates for promotion to Lecturer will also demonstrate success in at least two additional performance indicators used in the evaluation of instructional development in the most recent six years as Instructor. Additional performance indicators may include (but are not limited to) the following:

- Effective public demonstrations of teaching technology;
 - Positive external peer review of instructional activities in a classroom, laboratory, clinical or online setting;
 - Demonstration of innovative instructional and assessment activities;
 - Demonstrations of student success, including course and/or program specific;
 - Other commonly accepted means for demonstrating teaching effectiveness;
 - Unsolicited letters of support/praise from employers, community leaders;
 - Letters of support from accreditation agencies as relevant to respective profession/program.
- c. NTTF workload places an emphasis on classroom instruction. Therefore, activities that enhance teaching are especially encouraged. Effective professional development can be demonstrated by at least 1 per year during the six most recent years:
- Producing technical or laboratory-based materials or tools for external professional distribution or presentation;
 - Attendance at local, state, regional, national and international conferences and workshops;
 - Completion of webinars, professional, or educational programs, and web-based continuing education and related activities;
 - Taking advanced credit or certification courses or professional continuing education;
 - Producing and distributing non-print media to local, state, regional, national, or international markets (video and audio programs, computer software, CD and DVD packages, internet websites);
 - Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed at state, regional, national, international meetings) or visual poster presentations, professional computer-assisted instructional programs,

and clinical simulation programs (including presentations on the scholarship of teaching);

- Authoring or editing scholarly publications with proof of review including textbooks, computer-assisted instructional programs, articles, columns, clinical simulation programs, and others to include technical and teaching contributions;
 - Earning additional discipline-related certifications and/or credentials;
 - Appropriate participation in professional development activities such as classes, training, conferences, symposiums, seminars, workshops, webinars, and other related activities;
 - Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, and publications resulting from customized training);
 - Sponsored program extramural support for research or creative work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded project(s);
 - Reviewing textbooks, refereed journal publications and related material. Textbook chapter contributions and reviews shall be recognized as scholarly activity;
 - Completing course work for graduate credit.
- d. Effective service can be demonstrated by at least 1 per year in the most recent six years:
- Service on program, department, college, or university committees;
 - Work with student groups or organizations;
 - Involvement in student engagement and recruitment activities;
 - Professional community engagement activities such as board membership, fund raising, or other volunteer service;
 - Regional, state, or national service to the discipline;
 - Annual and on-site accreditation activities (including self-studies and other activities).

2. Criteria for Promotion from Lecturer to Senior Lecturer

- a. Shall have a minimum of a master's degree in a content area appropriate for the academic unit of appointment, typically a minimum of six years' experience as a Lecturer and/or relevant college teaching and/or professional experience, shall have an established reputation as an effective teacher, and shall give evidence of active participation in professional development and service.
- b. Successful candidates for promotion to Senior Lecturer will have earned consistently positive quantitative evaluations from students, primarily positive peer evaluations of teaching, and demonstrated by:
- Earn quantitative student median evaluation scores that are comparable to or exceed the category defined as above-average on the evaluation form (required);
 - Syllabi consistent with department guidelines (required);

- Positive peer teaching evaluations (required two per year by full-time BGSU faculty, one of whom must be an ASD faculty member).
- Effective demonstration of leadership role in teaching activities and/or innovation in teaching (mentoring junior colleagues, innovative curriculum development, implementing study abroad and /or community/service-based learning, and/or facilitating a learning community).

Successful candidates for promotion to Senior Lecturer will also demonstrate success in at least four other secondary performance indicators used in the evaluation of instructional development in the most recent six years as Lecturer. These indicators may include (but are not limited to) the following:

- Effective public demonstrations of teaching technology;
 - Positive external peer review of instructional activities in a classroom, laboratory, clinical or online setting;
 - Demonstration of innovative instructional and assessment activities;
 - Demonstrations of student success, including course and/or program specific;
 - Other commonly accepted means for demonstrating teaching effectiveness;
 - Unsolicited letters of support/praise from employers, community leaders;
 - Letters of support from accreditation agencies as relevant to respective professions/programs;
- c. NTTF workload places an emphasis on classroom instruction. Therefore activities that enhance teaching are especially encouraged. Effective professional development can be demonstrated by at least 1 per year during the six most recent years:
- Producing technical or laboratory-based materials or tools for external professional distribution or presentation;
 - Attendance at local, state, regional, national and international conferences and workshops;
 - Taking advanced credit or certification courses or professional continuing education;
 - Producing and distributing non-print media to local, state, regional, national, or international markets (video and audio programs, computer software, CD and DVD packages, internet websites);
 - Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed at state, regional, national, international meetings) or visual poster presentations, professional computer-assisted instructional programs, and clinical simulation programs (including presentations on the scholarship of teaching);
 - Authoring or editing scholarly publications with proof of review including textbooks, computer-assisted instructional programs, articles, columns, clinical simulation programs, and others to include technical and teaching contributions;
 - Earning additional discipline-related certifications and/or credentials;
 - Appropriate participation in professional development activities such as classes, training, conferences, symposiums, seminars, workshops, webinars, and other related activities;

- Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, and publications resulting from customized training);
 - Sponsored program extramural support for research or creative work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded project(s);
 - Reviewing textbooks, refereed journal publications and related material. Textbook chapter contributions and reviews shall be recognized as scholarly activity;
 - Completing course work for graduate credit.
- d. Effective service can be demonstrated by at least 2 per year in the most recent six years:
- Demonstrated service leadership and/or engagement with communities within the BGSU Firelands service area is encouraged;
 - Service on program, department, college, or university committees;
 - Work with student groups or organizations;
 - Involvement in student engagement and recruitment activities;
 - Professional community engagement activities such as board membership, fund raising, or other volunteer service;
 - Regional, state, or national service to the discipline;
 - Annual and on-site accreditation activities (including self-studies and other activities).

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The faculty member shall prepare an up-to-date and documented dossier in support of his or her promotion request. The dossier will include an up to date curriculum vitae (CV) and the syllabi of all courses taught during the period of review. The dossier shall also provide evidence of teaching, professional development/research, and service, per the respective criteria listed and reflecting the appropriate allocation of effort. The portfolio/dossier shall be submitted using the University's system.

Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

1. For APRs the dossier will include documentation for the previous year. For EPRs the dossier will include documentation for the previous three years.
2.
 - a. Teaching Effectiveness: Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are undergoing annual or enhanced performance review.

Domains considered in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many traditional course activities, such as lectures and labs and other pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date *teaching portfolio* that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching.

Performance indicators that are used in the evaluation of teaching must include:

- i. **Statements of teaching philosophy and pedagogy:** The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement is important for evaluators to assess all other information regarding the teaching of the faculty member.
- ii. **Peer teaching observations:** A minimum of two peer observations per year from full-time BGSU Firelands faculty are required. Thus, each APR should include two peer observations, and the EPR should include four peer observations. Additionally, probationers may invite peers from outside of the department or main campus faculty members from one's discipline, as appropriate. All evaluations and replies are to be kept on file by the Department and by the candidate.
- iii. **Results of student course evaluations:** The standard questionnaire adopted by College Council is to be used by all probationary faculty members. In addition to this instrument, other student assessment instruments (qualitative or quantitative as approved by the department chair) may also be included. Effective teaching can be demonstrated in part by generally high evaluations (e.g average of the median scores of the rating system).
- iv. **Syllabi and other instructional materials:** Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g. disability services information). Instructional materials should also be included and assessed: a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a course; b) Assignments appear to be stimulating and challenging learning experiences; c) The materials are current and legible; d) A diverse selection of instructional activities are employed (computer assisted, small group work, etc.)

- v. Copies of evaluation instruments for assessing student learning: Copies of tests for each course, samples of student written assignments or projects, and other evaluative instruments of exercises should be submitted. These materials must be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.

Further, candidates may include the following materials at their discretion:

- i. Indicators of continued growth and vitality as an instructor: Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, discipline relevant courses taken, and other professional development activities to enhance teaching skills.
 - ii. Other evidence of effective teaching: Candidates may include other material which they believe serves as evidence of good teaching (e.g., teaching awards; letters of commendations from departments or colleges at Bowling Green; student enrollment and retention data; written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners. (In this context, external evaluators are individuals who are not employed by Bowling Green State University.)
 - iii. Assessment of Student Learning Outcomes: Candidates may include documentation of student learning outcomes over the course of the probationary period (results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies) in the teaching portfolio.
- b. Research and/or Creative Work: Making significant contributions to the knowledge base or the practice of their discipline is a responsibility of probationary tenure-track faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of faculty members who are undergoing annual or enhanced performance review. As a means of facilitating the evaluation, probationers should maintain a record of their research and/or creative work which addresses the performance indicators used for evaluation of scholarly activities.

At the time of EPR, probationary faculty members typically have research under review for publication and/or have presented research findings at national/regional/or state conferences.

Types of scholarly activity include:

- i. Authoring refereed publications--books (including anthologies, proceedings, and textbooks), monographs, and articles, including refereed electronic material). Articles and other refereed publications on teaching shall be recognized as scholarly activity;
 - ii. Reviews of books published in scholarly journals;
 - iii. Presenting or responding to scholarly papers at professional conferences (invited or refereed), and at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity;
 - iv. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.);
 - v. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training);
 - vi. Producing educational materials or delivery systems that are reviewed externally (In this context, external evaluators are individuals who are not employed by Bowling Green State University);
 - vii. Sponsored Program Extramural Support for Research. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects;
 - viii. Thesis and dissertation for degrees shall not be considered.
- c. Service: The Applied Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include

documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation.

Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

1. The faculty member shall prepare an up-to-date and documented dossier in support of his/her annual review (one previous academic year) or enhanced performance review (three previous academic years). The dossier will include an up-to-date curriculum vitae (CV) and syllabi of courses taught during the review period.
2. Beginning in the first year of a teaching appointment, each faculty member must create and maintain an up-to-date teaching portfolio/dossier that contains written records pertaining to his/her teaching. The portfolio/dossier will be used by reviewers as the primary source of information for the evaluation of teaching.
3. In addition to the materials described in points #1 and #2, faculty undergoing EPR will include the following in their dossiers:
 - a. Statement of one's teaching philosophy;
 - b. Four peer evaluations from full-time faculty (recommended two per year);
 - c. Student evaluation forms for each course taught, using the current college student evaluation form. Where evidence exists that evaluations were distributed, the approved Instructional Services statement may be substituted.

Unit Faculty Involvement in the TTF APR Process

1. The Department Chair shall convene a TTF review committee of all tenured faculty members in the Department.
2. The TTF review committee shall elect a Chair from among its members.
3. All meetings of the TTF review committee shall be confidential. Voting on whether the candidate is making satisfactory progress towards tenure shall be by secret ballot.
4. The Chair of the TTF review committee will write the committee's recommendation of the faculty member and forward it to the Department Chair.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

1. Criteria for Tenure and Promotion to Associate Professor
 - a. Teaching effectiveness by the faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are under promotion and tenure review. Domains used in the evaluation of teaching include undergraduate teaching, graduate teaching, instructional development, and

other contributions to student learning that, for example, might be expressed through many course activities and pedagogies such as service learning, cooperative learning experiences, internships, simulations, and other kinds of engagement activities related to teaching. Given the Departments' involvement in undergraduate degree programs, high-quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching.

Performance indicators that are used in the evaluation of teaching must include:

- Statements of teaching philosophy and pedagogy. Each faculty member must submit a summary of his/her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the faculty member thinks he/she does best. This statement is important for evaluators in order to assess all other information regarding the teaching of the faculty member.
- Positive peer teaching observations. Each faculty member is to be evaluated by other members of the Department twice per year. At least one of the annual peer evaluations must be performed by a tenured faculty member in the Department. Each faculty member shall receive a written evaluation of his/her performance.
- Results of student evaluations. To demonstrate success in teaching, quantitative student median evaluation scores that are comparable to or exceed the category defined as average on the evaluation form.
- Syllabi and other instructional materials. Syllabi are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g., disability services information).

Further, candidates must include at least one (1) of the following at their discretion:

- Assessment of student learning outcomes. Candidates may submit copies of assessment materials used in courses where a relevant external standard for student learning outcomes exists (e.g., an accrediting body or professional standards). If submitted, the assessment(s) of student learning outcomes must include 1) a brief rationale for the standard selected and 2) a comparison of the assessment material(s) to the standard.
- Other evidence of effective teaching. Faculty members may submit other material which they believe serves as evidence of good teaching (e.g., teaching awards; letters of commendations from departments or colleges at Bowling Green State

University; written statements from colleagues, students, and relevant others concerning preparedness and effectiveness in teaching).

- Copies of evaluation instruments for assessing student learning. Each faculty member may submit copies of tests for each course, samples of student assignments or projects, and other evaluative instruments of exercises. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g., recognition, recall, analysis, and synthesis). Consider the following: a) Do handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course? b) Do assignments appear to be stimulating and challenging learning experiences? c) Are the materials current and legible? d) Are a diversity of instructional activities employed (computer-assisted activities, small group work, etc.)? e) Are assignments consistent with the stated teaching philosophy and pedagogy? Descriptions of evaluation processes may be substituted in the case of clinicals.
 - Indicators of continued growth and vitality. Candidates may submit indicators of continued growth and vitality, which might include: the introduction of innovative teaching methodologies such as those demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major re-conceptualizations and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- b. **Research/Creative Work:** Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right and because they are an essential qualification for instructing others at a university.

For the probationary period, performance indicators must include at least three (3) items from Category 1 and at least an additional three (3) items from Category 2 below:

Category 1:

- Publishing peer reviewed, scholarly journal articles (including articles on the scholarship of teaching);
- Publishing a scholarly book with evidence of a review process;
- Publishing a scholarly piece in an edited work (e.g., a book chapter).

Category 2:

- Presenting original, scholarly work at an international/national/regional conference or equivalent venue;
 - Publishing a scholarly book review;
 - Presenting a juried exhibition of work;
 - Preparing and delivering a discipline-related workshop;
 - Obtaining patents;
 - Delivering a notable, invited presentation as a keynote speaker on a scholarly topic;
 - Obtaining a grant for funding of at least five thousand dollars (\$5,000) from sources external to BGSU;
 - Publishing clinical or professional guidelines with evidence of a review process;
 - Authoring certification examination questions with evidence of a review process;
 - Publishing computer-assisted teaching materials with evidence of a review process;
 - Publishing simulations of scholarly/professional material with evidence of a review process;
 - Providing peer review for a scholarly publication;
 - Publishing a case study with evidence of a review process;
 - Acting as a symposium moderator (not panelist) for professional groups (no more than one submission may be from a group internal to BGSU);
 - Acting as an editor for a scholarly journal.
- c. **External Reviews of Scholarship:** One indicator of the quality of a faculty member's research/creative work is his/her reputation within the discipline. In the case of tenure and promotion, this quality is demonstrated by the evidence of reputation gathered by the Chair from at least three authoritative reviewers external to the University.
- d. **Service Effectiveness:** Service contributions by the faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Each faculty member shall provide a record which documents continuous and active involvement in service. Effective service can be demonstrated by performing at least five (5) service activities over the course of the review period.

The Applied Sciences Department defines service as performance of departmental, collegiate, university, professional, and other activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession.

2. Criteria for Promotion from Associate Professor to Professor

- a. Teaching effectiveness by the faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of faculty members who are undergoing promotion review. Domains used in the evaluation of teaching include undergraduate teaching, graduate teaching, instructional development, and other contributions to student learning that, for example, might be expressed through many course activities and pedagogies such as service learning, cooperative learning experiences, internships, simulations, and other kinds of engagement activities related to teaching. Each faculty member must create and maintain an up-to-date teaching portfolio/dossier that contains written records pertaining to his/her teaching in the period preceding the submission of the promotion dossier. The portfolio/dossier will be used by reviewers as the primary source of information for the evaluation of teaching. Given the Departments' involvement in undergraduate degree programs, high-quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching.

Performance indicators that are used in the evaluation of teaching must include:

- Statements of teaching philosophy and pedagogy. Each faculty member must submit a summary of his/her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the faculty member thinks he/she does best. This statement is important for evaluators in order to assess all other information regarding the teaching of the faculty member.
- Positive peer teaching observations. Over the course of the review period, candidates are to obtain a minimum of three (3) peer evaluations. At least one of the peer evaluations must be performed by a tenured faculty member in the Department. Each faculty member shall receive a written evaluation of his/her performance. All evaluations and replies are to be kept on file by the Department.
- Results of student evaluations. To demonstrate success in teaching, quantitative student median evaluations that are comparable to or exceed the category defined as average on the evaluation form.
- Syllabi and other instructional materials. Syllabi are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g., disability services information).

- **Demonstration of Teaching Leadership or Innovation** – Effective demonstration of leadership role in teaching activities and/or innovation in teaching (mentoring junior colleagues, innovative curriculum development, evidence-based curriculum development, implementing study abroad and/or community/service based learning, and/or facilitating a learning community).

Candidates may also include one (1) the following at their discretion:

- **Assessment of student learning outcomes.** Candidates may submit copies of assessment materials used in courses where a relevant external standard for student learning outcomes exists (e.g., an accrediting body or professional standards). If submitted, the assessment(s) of student learning outcomes must include 1) a brief rationale for the standard selected and 2) a comparison of the assessment material(s) to the standard.
- **Other evidence of effective teaching.** Faculty members may submit other material which they believe serves as evidence of good teaching (e.g., teaching awards; letters of commendations from departments or colleges at Bowling Green State University; student retention data; written statements from colleagues, students, and relevant others concerning preparedness and effectiveness in teaching).
- **Copies of evaluation instruments for assessing student learning.** Each faculty member may submit copies of tests for each course, samples of student assignments or projects, and other evaluative instruments of exercises. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g., recognition, recall, analysis, and synthesis). Consider the following: a) Do handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course? b) Do assignments appear to be stimulating and challenging learning experiences? c) Are the materials current and legible? d) Are a diversity of instructional activities employed (computer-assisted activities, small group work, etc.)? e) Are assignments consistent with the stated teaching philosophy and pedagogy? Descriptions of evaluation processes may be substituted in the case of clinicals.
- **Indicators of continued leadership, growth, and vitality.** Candidates may submit indicators of continued leadership, growth, and vitality, which might include: the introduction of innovative teaching methodologies such as those demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major re-conceptualizations and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not

previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.

- b. **Research/Creative Work:** Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right and because they are an essential qualification for instructing others at a university.

Faculty shall have an established reputation within the discipline or profession as evidenced by a record of scholarship, research, or the equivalent in the creative or performing arts, as evidenced by meeting or exceeding the assigned unit performance expectations in research/scholarly activity.

Faculty shall demonstrate research/creative work and an established reputation within the discipline by providing evidence gathered by the Chair from at least three authoritative reviewers external to the University.

Since promotion to Associate Professor, performance indicators must include at least four (4) items from Category 1 and at least an additional four (4) items from Category 2 below:

Category 1:

- Publishing peer reviewed, scholarly journal articles (including articles on the scholarship of teaching);
- Publishing a scholarly book with evidence of a review process;
- Publishing a scholarly piece in an edited work (e.g., a book chapter).

Category 2:

- Presenting original, scholarly work at an international/national/regional conference or equivalent venue;
- Publishing a scholarly book review;
- Presenting a juried exhibition of work;
- Preparing and delivering a discipline-related workshop;
- Obtaining patents;
- Obtaining a grant for funding of at least five thousand dollars (\$5,000) from sources external to BGSU;
- Publishing clinical or professional guidelines with evidence of a review process;
- Authoring certification examination questions with evidence of a review process;
- Publishing computer-assisted teaching materials with evidence of a review process;
- Publishing simulations of scholarly/professional material with evidence of a review process;
- Providing peer review for a scholarly publication;

- Publishing a case study with evidence of a review process;
 - Acting as a symposium moderator (not panelist) for professional groups (no more than one submission may be from a group internal to BGSU);
 - Acting as an editor for a scholarly journal.
- c. **Service Effectiveness:** Service contributions by the faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Each faculty member shall provide a record which documents continuous and active involvement in service. Over the course of the review period, faculty must provide evidence of at least five (5) service activities. Demonstrated service leadership and/or engagement with communities within the BGSU Firelands service area is encouraged.

The Applied Sciences Department defines service as performance of departmental, collegiate, university, professional, and other activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession. In presenting records of service, the faculty member should include documentation which provides evidence of his/her activities and contributions and which addresses the performance indicators used for evaluation.

Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

The faculty member shall prepare an up-to-date and documented dossier in support of his or her tenure and/or promotion request, which may include material from the summer of the hire year through the date of the application. The dossier will include an up to date curriculum vitae (CV) and the syllabi of all courses taught during the period of review. The dossier shall also provide evidence of teaching, research, and service, per the respective criteria listed and reflecting the appropriate allocation of effort. The portfolio/dossier shall be submitted using the University's system.

Approved by the Department of Applied Sciences

Chair Eley Thomas K Date 03/06/2018

Approved by the Dean Andrew J. Hunt Date 3/7/2018

Approved by the SVPAA/Provost John M. Fischer Date 3/9/2018
